

Daubeney Academy
Curriculum Overview
Year 8 Spring Term 2 2017/2018



Year 8 Spring Term 2	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>A Christmas Carol</u>	<p>GCSE Literature Paper 1 Skills: Deconstructing the novel; discussing its form, structure and language; focusing on the characters and themes relationships and analysis; linking to the historical/social context in which the novel was written; responding to exam type questions in terms of an extract (from the novel) and the novel as a whole; essay and argument writing skills; writing in a style of an author.</p>	<p>Reading Comprehension: At the top of the level, a student's response to the exam type question should be a critical, exploratory, well-structured argument; conceptualised approach to the full task should be supported by a range of judicious (well chosen) textual references (quotations); there will be a fine-grained and insightful analysis of writer's methods – language, form and structure - supported by judicious use of subject terminology and their effects on the reader; student should also display understanding of the relationships between texts and the contexts in which they were written; using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation is also one of the criteria for a successful response.</p> <p>Writing: Demonstrating the understanding of writer's craft by making a sustained and convincing attempt at continuing in the tone of the original author; adopting similar style, word choice, sentence fluency and structural devices in constructing an alternative ending to the novel; the writing should create an accurate and convincing impression of the characters, setting/scene, atmosphere, and events.</p>
Maths	<u>Construction and loci;</u> <u>real-life graphs;</u> <u>statistics, graphs and charts;</u> <u>expressions and equations</u>	Showing application in real life context; developing fluency; interpreting data; mathematical reasoning	Constructing a triangle given two sides and included angle (SAS), given two angles and the included side (ASA), given three sides (SSS); using a ruler and a protractor to draw accurate nets of 3-D shapes; using a straight edge and a compass to construct

			<p>the mid-point and perpendicular bisector of a line segment, the bisector of an angle, the perpendicular from a point on a line segment, a triangle, given right angle, hypotenuse and side (RHS), perpendicular from a point to a line segment; recognising and using perpendicular distance; drawing the locus equidistant between 2 points or from a point and between 2 lines; drawing the locus equidistant from a line and around a rectangle; producing shapes and paths by using descriptions of loci; using construction to find the locus of a point that moves according to a rule</p>
Science	<p><u>Waves, Electromagnetic Spectrum, Light, Sound and Heat</u></p>	<p>Drawing transverse and longitudinal waves; researching the EM spectrum; understanding the properties of light; investigating the law of reflection; investigating the dispersal of white light; researching primary and secondary colours of light; understanding how sound is transmitted; understanding the difference between sound and noise; understanding how the ear works; understanding infrared radiation and thermal energy; researching heat transfer and insulation</p>	<p>Understanding wave diagrams; demonstrating knowledge of the EM spectrum; demonstrating understanding of the properties of light, what reflection, refraction and dispersion are and how we use them or their application in everyday life; demonstrating an understanding of primary and secondary colours of light and how light colours combine; demonstrating detailed understanding and application of how sounds are made; understanding the structure of the human ear and how we hear; using data to compare the hearing range of a variety of species; understanding the applications of ultrasound technology; demonstrating detailed understanding of heat energy; planning investigations with good detail (variables, technique and safety), results (repeated for reliability), and conclusions</p>
Geography	<p><u>Weather & Climate</u></p>	<p>Researching what makes weather & how weather can be recorded/measured; researching climate variations and extreme weather</p>	<p>Explaining how to record and measure weather; considering the impact of different types of weather on different locations and evaluating the response to extreme weather in a specific location (Cockermouth case study)</p>

History	<u>Early modern conflict and revolution: The Industrial Revolution</u>	Understanding the ideas and inventions that stimulated massive economic development and social change across Britain and the individuals that carried them forward; judging how these events influenced the development of modern Britain.	Establishing links between these ideas and the individuals that drove them by analysing a range of sources and historical evidence and evaluating its reliability; forming a judgement on the long and short-term impact of each development on British society.
Religious Studies	<u>What Happens When People Die?</u>	Exploring different beliefs about death and the afterlife; comparing resurrection with reincarnation; explaining the impact of beliefs on actions; justifying opinions; questioning beliefs	Using PEE skills; explaining Bible references, their meanings and how they influence people's actions and decisions; comparing personal beliefs with others; explaining the challenges of following religious teachings; presenting balanced arguments; explaining and justifying opposing points of view with reference to religious teachings
MFL	Spanish: <u>School Subjects</u> French: <u>School Subjects</u>	Understanding verb formations (such as <i>estudiar</i> and <i>haber</i> in Spanish); developing reading, writing, speaking and listening skills.	Being able to use more than one tense and being able to produce more developed paragraphs with time phrases; being able to conjugate verbs, both regular and irregular verbs; developing written and spoken opinions in Spanish
Music	<u>Film Music</u>	Notation reading; developing keyboard and instrumental skills; using music technology to compose film music.	Excellent presentation of written work; being able to describe film music using key terms; performing using contrary motion on the keyboard; demonstrating secure control of MIDI using music technology.
Art	<u>Manga</u>	learning how to select images to use to create an original design; exploring our own interests and responses to a style of art	Understanding the history of Manga and the impact it has had on our culture and society; developing a clear layout and composition style; creating Manga style characters – also looking at how Mangaka build up the proportions of the head
PSHE	<u>Managing Money</u>	Learning about what we use money for, what we do with it, the best ways for paying for things and issues concerning borrowing money	Making intelligent and articulate arguments sensitively and appropriately; understanding debt

PE	Girls: <u>Hockey, Gym</u> Boys: <u>Hockey, Volleyball</u>	Hockey: dribbling, passing, receiving, tackling; learning the basic rules of a small sided game; Volleyball: digging, volleying, serving; learning the basic rules of a small sided game Gym: travelling over and under, leap-frogging, cartwheeling, balancing as a group, sequence building	Applying and adhering to rules; implementing skills and tactics; using higher level skills used with fluency and control in more complex group sequences
DEC!	<u>DEC! Level 1</u>	Developing problem-solving skills; researching sustainability and how these issues relate to community issues of the building environment locally, nationally and globally.	Taking ownership of their learning in and outside of the classroom; developing their own ideas and hypothesising with increasing confidence; gauging local public opinion and knowledge.
Food Technology	<u>Basic nutrition</u>	Food preparation skills; learning about the main food groups; developing specialist cutting techniques; preparing and using bread dough in a variety of ways; explaining how yeast works; knowing what fibre is; learning how to make a variety of different pastries; comparing the effect of different ingredients in pastry making.	Listing the main nutrients and explaining what they do in the body; explaining how the senses are used to taste our food; creating practical dishes with confidence and competence; understanding the science behind both the theory and practical tasks carried out in food technology lessons.
Resistant Materials	<u>How to create an acrylic picture frame</u>	Shaping by hand; using appropriate machinery; forming designs using CAD and CAM	Using appropriate research to help inform design decisions, including proper use of colouring/shading techniques along with well written reasons/reasoning for design decisions; applying techniques such as measuring & marking, filing & finishing, machining, plastic forming and the application of a vinyl decoration/design.

